

Reading K–12

Section 35

Reading K–12*

***Competencies and skills incorporate the scientifically based reading research (SBRR) and the components of Florida's formula for reading success addressing improved reading outcomes for Florida's students: 5 (phonological awareness, phonics, fluency, vocabulary, and comprehension) + 3 (assessments to include screening, diagnostics, and progress monitoring) + ii (initial instruction) + iii (immediate intensive intervention).**

1 Knowledge of the theories and underlying assumptions of reading processes

1. Identify foundational theories and theorists of reading processes and development.
2. Identify instructional applications of theories of reading processes and development.

2 Knowledge of emergent literacy

1. Identify the terminology and concepts of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development).
2. Identify instructional methods for developing emergent literacy.
3. Identify characteristics of difficulties in emergent literacy development.
4. Identify methods for prevention of and intervention for emergent literacy difficulties.

3 Knowledge of decoding, encoding, and related reading processes

1. Identify the processes and skills (e.g., graphophonemic, morphemic, syntactic, semantic) effective readers use for word recognition.
2. Identify the phases of word recognition within the decoding process (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, consolidated-alphabetic).
3. Identify instructional methods for promoting the development of decoding and encoding skills.

4 Knowledge of reading fluency development

1. Identify the components of reading fluency (i.e., accuracy, automaticity, rate, prosody).
2. Identify appropriate instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books, readers theatre).

5 Knowledge of reading comprehension

1. Identify the elements of reading comprehension (e.g., background/prior knowledge, author's purpose, vocabulary, metacognition).
2. Identify instructional methods and strategies to facilitate students' reading comprehension (e.g., predicting, summarizing, monitoring comprehension, question answering, question generating, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction).
3. Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, context clues, multiple exposures, selection of relevant words from text).
4. Identify instructional methods and strategies for developing critical thinking (e.g., application, analysis, synthesis, evaluation).

6 Knowledge of content area reading and learning

1. Identify instructional approaches and strategies for developing and using content area vocabulary (e.g., semantic mapping, semantic feature analysis, categorization activities).
2. Identify text structures (e.g., cause and effect, chronological order, compare and contrast) and features (e.g., index, glossary, heading/subheading, lists) of fiction and nonfiction texts.
3. Identify instructional approaches and strategies for teaching study skills (e.g., note taking; summarizing; discussion; using reference materials, maps, and graphics).
4. Identify instructional approaches and strategies for teaching functional literacy skills (e.g., reading labels, signs, newspapers, schedules).
5. Apply instructional approaches and strategies for helping students comprehend content area texts (e.g., discussion, graphic organizers, metacognition, background knowledge).

7 Knowledge of literary genres, elements, and interpretations

1. Identify the characteristics and elements of various literary genres and formats of prose and poetry (e.g., classics, multicultural literature, fables, legends, biographies).
2. Identify instructional approaches and strategies for developing literary analysis (e.g., storymapping, identifying plot structure, identifying elements of literary devices).

8 Knowledge of diverse learners

1. Choose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners (e.g., gifted, economically disadvantaged, struggling learners, students with disabilities).

2. Choose appropriate methods, including differentiating instruction and linguistic accommodations, for meeting reading needs of English language learners (ELLs).
3. Select appropriate resources to reflect and address students' cultural and linguistic diversity.

9 Knowledge of reading assessments

1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
2. Identify appropriate oral and written methods for assessing individual student progress (e.g., informal reading inventories, fluency probes, rubrics, running records, story retelling, portfolios).
3. Interpret data from informal and formal assessments (e.g., screening, progress monitoring, diagnostic, survey) to guide instructional decisions.
4. Use individual student reading data to differentiate instruction.
5. Evaluate the appropriateness (e.g., curriculum alignment, cultural bias, reliability/validity) of assessment instruments and practices.

10 Knowledge of print and nonprint media

1. Identify criteria for selecting and evaluating both print and nonprint media (e.g., Internet, software, trade books, textbooks, DVDs, videos, interactive computing) for instructional use.
2. Identify appropriate use of print and nonprint media to match students' needs and interests within the instructional unit.

11 Knowledge of classroom environments that support reading

1. Identify the characteristics and purposes of various reading programs (e.g., core reading program, supplemental reading program, intensive intervention program).
2. Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.
3. Identify methods and strategies (e.g., explicit and systematic instruction, scaffolding, modeling) to integrate reading, writing, speaking, listening, viewing, and presenting across the curriculum.
4. Choose effective techniques (e.g., selecting text at the appropriate reading level, matching text to student interest, involving students in setting reading goals) for improving attitudes toward reading and for motivating students to engage in academic and personal reading.

12 Knowledge of research

1. Identify characteristics (e.g., validity, reliability) of scientifically based reading research.
2. Identify findings from current reading research (e.g., National Reading Panel Report, Preventing Reading Difficulties in Young Children).
3. Identify reliable sources of reading research (e.g., peer-reviewed journals, technical reports).
4. Identify the purpose, procedure, and application of teacher action research.

13 Knowledge of reading program supervision and administration

1. Identify the purposes and practices for involving family members, community members, and other professionals in reading efforts.
2. Interpret reading information, regulations, and assessment data to administrators, staff members, policy makers, media, students, parents, and the community.
3. Use school-related data to identify the content and process of ongoing high-quality staff development.
4. Select and evaluate instructional materials for reading.
5. Identify criteria for evaluating the effectiveness of a reading program.
6. Use school data and program evaluation results to identify methods to modify and improve curriculum and instruction.
7. Determine effective methods for training and monitoring paraprofessionals, tutors, and volunteers.